Geel 2000 Language Schools

Math Department

First Term

Primary 3

2023 /2024

Lesson 1

Choose the correct answer:

(1)  …

a.  b.  c. 

(2)  …

a.  b.  c. 

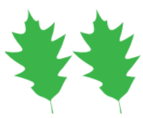
(3)  … 

a.  b.  c. 

(4)  …

a.  b.  c. 

(5)  …

a.  b.  c. 

Choose the correct answer:

(1) 10 20 30 40 50 60 …

a. 50 b. 20 c. 70

(2) 5 10 15 20 25 30 …

a. 35 b. 40 c. 45

(3) 2 4 6 8 10 12 …

a. 13 b. 14 c. 15

(4) 21 22 23 24 25 …

a. 20 b. 26 c. 30

(5) 1 3 5 7 9 …

a. 10 b. 11 c. 12

(6) 34 44 54 64 74 …

a. 75 b. 76 c. 84

(7) 90 80 70 60 50 …

a. 60 b. 40 c. 20

(8) 71 61 51 41 31 …

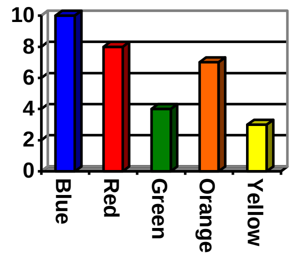
a. 21 b. 22 c. 23

Lesson 2

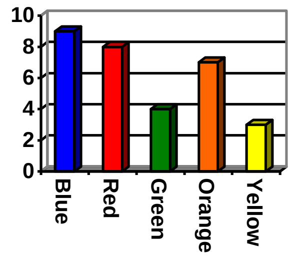
Choose the correct bar graph:

(1)

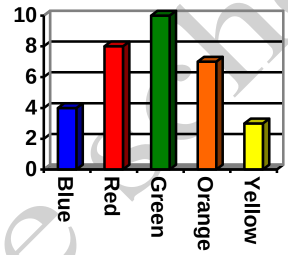
Favorite color	Blue	Red	Green	Orange	Yellow
No. of students	10	8	4	7	3



a.



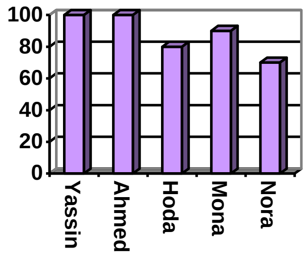
b.



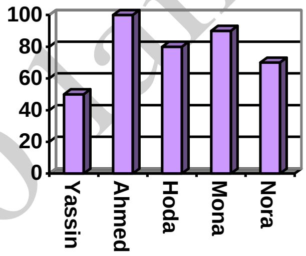
c.

(2)

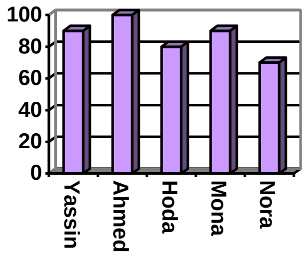
Name	Yassin	Ahmed	Hoda	Mona	Nora
Marks	90	100	80	90	70



a.



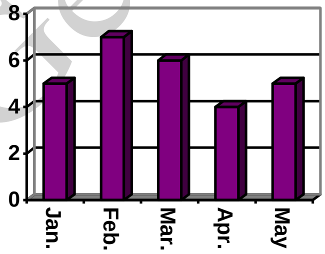
b.



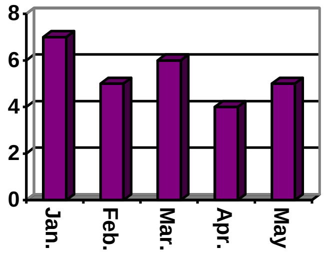
c.

(3)

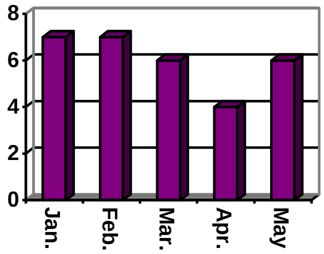
Month	Jan.	Feb.	Mar.	Apr.	May
Points	7	5	6	4	5



a.



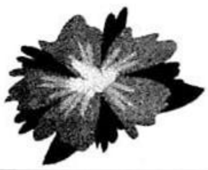
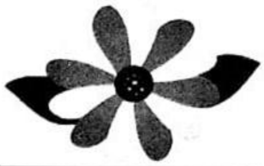
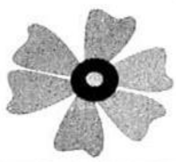
b.



c.

Lesson 3

We need to create a pictograph about the number of flowers that have been sold during the week:


Red flower ////	Yellow flower ~~////~~	Pink flower ////	White flower ////

Each key ..../.......... represents . One flower

Red flower	....
Yellow flower	....
Pink flower	....
White flower	....

Lesson 4

Create the line plot using the set of given numbers:

(1)

5	**6**	**4**	**7**	**8**	**9**	**8**	**7**
6	**5**	**4**	**4**	**5**	**4**	**4**	**6**



(2)

1	**2**	**3**	**2**	**5**	**6**	**5**	**7**
10	**1**	**1**	**4**	**9**	**1**	**4**	**8**



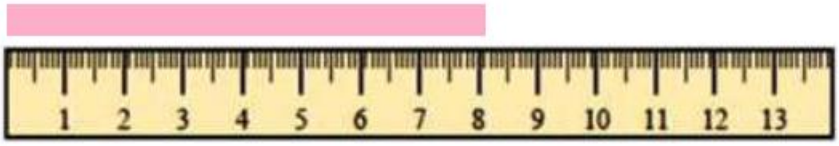
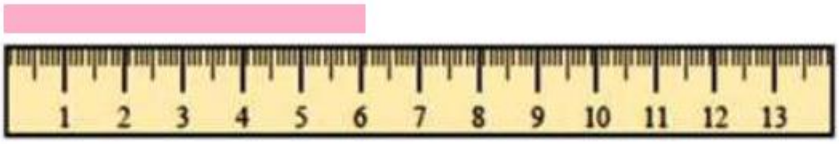
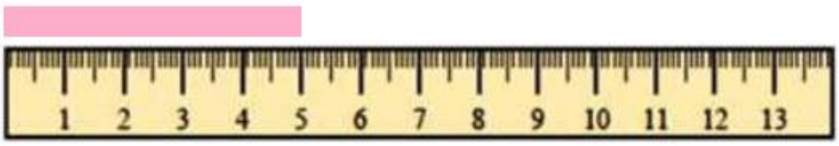
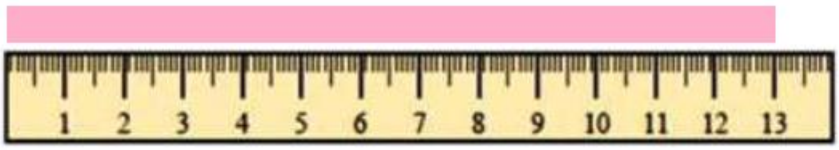
(3)

20	**22**	**22**	**23**	**23**	**23**	**23**	**24**
25	**26**	**27**	**28**	**28**	**28**	**29**	**29**



Lesson 5

Complete the table:

No.	Bars	length
(1)		...... cm
(2)		...... cm
(3)		...... cm
(4)		...... cm
(5)		...... cm
(6)		...... cm
(7)		...... cm
(8)		...... cm

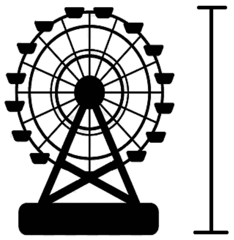
Lesson 6

Complete the table :

IMAGES	METERS OR CENTIMETERS?
	
	
	
	
	
	

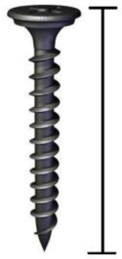
Choose the best answer:

(1) funny Wheel



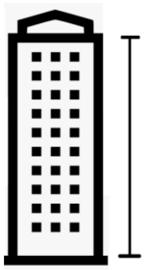
a. 30 centimeters
b. 3 meters
c. 20 meters

(2) Screw



a. 20 centimeters
b. 1 meter
c. 3 centimeters

(3) Building



a. 300 centimeters
b. 3 meters
c. 30 meters

(4) Flash Memory



a. 6 centimeters
b. 30 centimeters
c. 20 centimeters

(5) Horse



a. 90 centimeters
b. 2 meters
c. 30 centimeters

(6) Key



a. 15 centimeters
b. 5 centimeters
c. 5 meter

(7) copy book



a. 5 centimeters
b. 5 meters
c. 25 centimeters

(8) chair



a. 30 centimeters
b. 1 meter
c. 50 centimeters

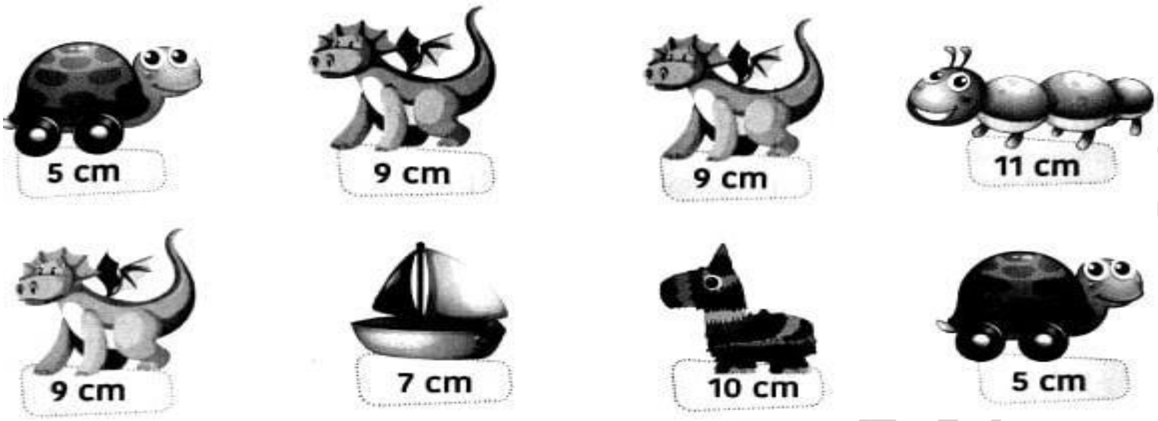
(9) Can of Beans



a. 120 centimeters
b. 3 meters
c. 10 centimeters

Lesson 7&8

1 - Use the following lengths of toys to form a line plot:





Title: ....

Key ✕ represents ....

a) What is the frequency of the smallest length you have recorded? ....

b) What is the frequency of the biggest length you have recorded? ....



Convert to millimeter (mm)

7 cm =…….. mm
5 cm =…….. mm
3 cm =…….. mm
1 cm =…….. mm
8 cm =…….. mm
14 cm =…….. mm
23 cm =…….. mm
9 cm =…….. mm
11 cm =…….. mm
17 cm =…….. mm
2 cm =…….. mm
34 cm =…….. mm
63 cm =…….. mm

Convert to centimeter (cm)

70 mm =…….. cm
20 mm =…….. cm
40 mm =…….. cm
120 mm =…….. cm
130 mm =…….. cm
170 mm =…….. cm
230 mm =…….. cm
180 mm =…….. cm

Lesson 9&10

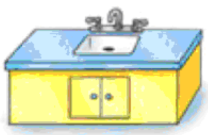
Circle the better estimation:

1. 

15 cm long   50 cm long

2. 

1 m tall   10 m tall

3. 

3 cm long   3 m long

4. 

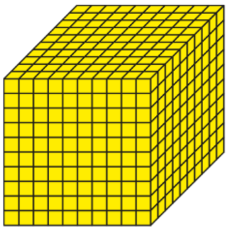
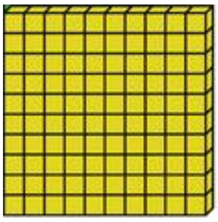
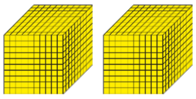
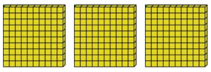
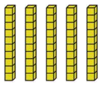
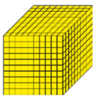
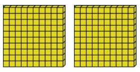
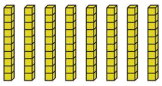
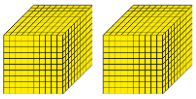
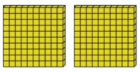
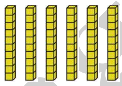
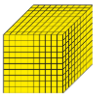
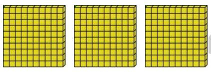
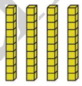
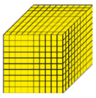
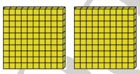
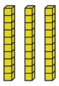
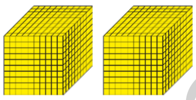
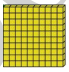
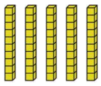
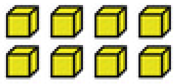
10 m tall   10 cm tall

Estimate the length then complete:

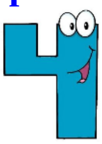
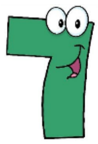
Find the real object.	Measure.
chair 	______ centimeters ______ meters
teacher's desk 	______ centimeters ______ meters
wall 	______ centimeters ______ meters

Lesson 11 &12

Write the correct number:

Thousands	Hundreds	Tens	Ones	The number
				
				2354
				………
				………
				………
				………
				………

The value and the place value

I am in the hundred thousands place  My value is 200 000	I am in the ten thousands place  My value is 40 000	I am in the thousands place  My value is 1 000	I am in the hundreds place  My value is 900	I am in the tens place  My value is 80	I am in the ones place  My value is 7

Write the value and the place value of the underline digit:

The number	The place value	The value
245 136	Thousands	5 000
368 132	....	....
703 201	....	....
300 109	....	....
623 871	....	....
36 950	....	....
79 456	....	....
9 234	....	....
652 348	....	....
14 369	....	....
258 963	....	....
1 965	....	....
700 000	....	....
150 000	....	....
784 596	....	....
451 263	....	....

Lesson 13&14

Complete the Table:

Standard form	Expanded form
245 136 =	200 000 + 40 000 + 5000 + 100 + 30 + 6
368 132 =	....
743 291 =	....
354 139 =	....
623 871 =	....
36 953 =	....
79 456 =	....
9 234 =	....
3 591 =	....
.... =	600 000 + 50 000 + 2 000 + 300 + 40 + 8
.... =	10 000 + 4 000 + 300 + 60 + 9
.... =	200 000 + 8 000 + 900 + 3
.... =	1 000 + 900 + 60 + 5
.... =	700 000 + 200 + 4
.... =	100 000 + 50 000 + 90

Complete using (<), (>) or (=):

23 456 ◯ 33 456

34 901 ◯ 21 479

10 478 ◯ 9 876

124 200 ◯ 321 100

987 143 ◯ 976 143

801 900 ◯ 800 000

65 243 ◯ 60 000 + 5000 + 200 + 40 + 3

32 469 ◯ 90 000 + 1000 + 400 + 60 + 9

93 241 ◯ 800 000 + 20 000 + 300 + 20 + 1

503 236 ◯ 500 000 + 3000 + 200 + 30 + 7

600 500 ◯ seven hundred thousand

Order from smallest to greatest:

1. 426 178 , 320 198 , 102 329 , 258 987

   ………………… , ………………… , ………………… , …………………

2. 536 279 , 92 358 , 120 350 , 471 084

   ………………… , ………………… , ………………… , …………………

3. 321 273 , 900 000 , 400 329 , 200 900

   ………………… , ………………… , ………………… , …………………

4. 321 957 , 91 300 , 85 618 , 300 987

   ………………… , ………………… , ………………… , …………………

Order from greatest to smallest:

1. 426 178 , 320 198 , 102 329 , 258 987

   ………………… , ………………… , ………………… , …………………

2. 536 279 , 92 358 , 120 350 , 471 084

   ………………… , ………………… , ………………… , …………………

3. 321 273 , 900 000 , 400 329 , 200 900

   ………………… , ………………… , ………………… , …………………

4. 321 957 , 91 300 , 85 618 , 300 987

   ………………… , ………………… , ………………… , …………………

Lesson 15&16





Number of rows: ……

Number of apples in each row: ……

Total number of apples: ……



Number of rows: ……

Number of cupcakes in each row: ……

Total number of cupcakes: ……



Number of rows: ……

Number of biscuits in each row: ……

Total number of biscuits: ……



Number of rows: ……

Number of donuts in each row: ……

Total number of donuts: ……



Number of rows: ……

Number of cupcakes each row: ……

Total number of cupcakes: ……



Number of rows: ……

Number of mangoes in each row: ……

Total number of mangoes: ……



Number of rows: ……

Number of eggs in each row: ……

Total number of eggs: ……



Number of rows: ……

Number of donuts in each row: ……

Total number of donuts: ……



Number of columns: ……

Number of stars in each column: ……

Total number of stars: ……



Number of columns: ……

Number of stars in each column: ……

Total number of stars: ……



Number of columns: ……

Number of stars in each column: ……

Total number of stars: ……



Number of columns: ……

Number of stars in each column: ……

Total number of stars: ……



Number of columns: ……

Number of stars in each column: ……

Total number of stars: ……



Number of columns: ……

Number of stars in each column: ……

Total number of stars: ……



Number of columns: ……

Number of stars in each column: ……

Total number of stars: ……

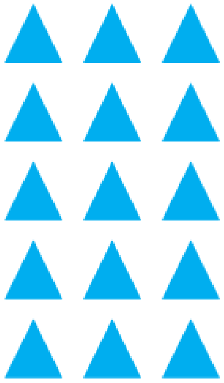


Number of columns: ……

Number of stars in each column: ……

Total number of stars: ……

Lesson 17&18



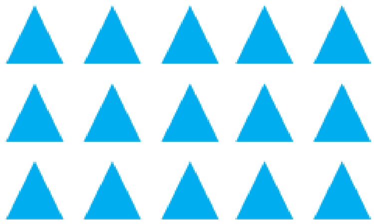
Number of rows: ________

Number of columns: ________

Total number of triangles: ________

________ × ________ = ________

rows columns product



Number of rows: ________

Number of columns: ________

Total number of triangles: ________

________ × ________ = ________

rows columns product



Number of rows: ________

Number of columns: ________

Total number of hearts: ________

______ × ______ = ______

rows columns product



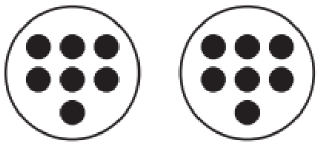
Number of rows: ________

Number of columns: ________

Total number of hearts: ________

______ × ______ = ______

rows columns product



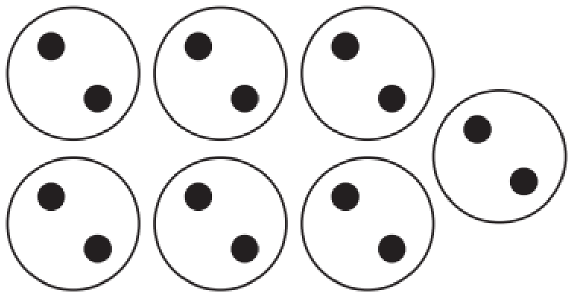
Number of circles: ________

Number of dots: ________

Total number of dots: ________

______ × ______ = ______

circles dots product



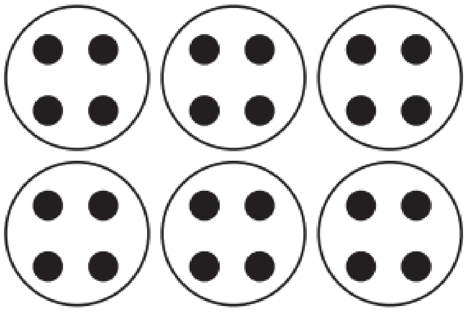
Number of circles: ________

Number of dots: ________

Total number of dots: ________

______ × ______ = ______

circles dots product



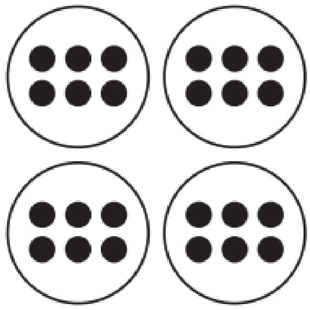
Number of circles: ________

Number of dots: ________

Total number of dots: ________

________ × ________ = ________

circles dots product



Number of circles: ________

Number of dots: ________

Total number of dots: ________

________ × ________ = ________

circles dots product

Lesson 19 & 20

1. Write a multiplication sentence for the array.

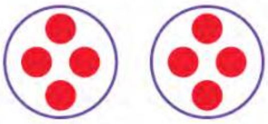




______________ ______________

Write a multiplication sentence for the model. Then use the Commutative Property of Multiplication to write a related multiplication sentence.

2.



____ × ____ = ____

____ × ____ = ____

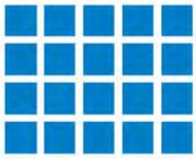
3.



____ × ____ = ____

____ × ____ = ____

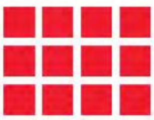
4.



____ × ____ = ____

____ × ____ = ____

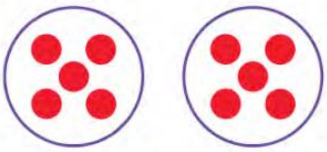
5.



____ × ____ = ____

____ × ____ = ____

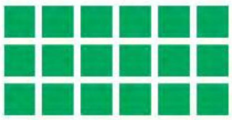
6.



____ × ____ = ____

____ × ____ = ____

7.



____ × ____ = ____

____ × ____ = ____

Lesson 21 & 22

Example problem: Farha went to the store to buy rolls for a big family dinner. At the store, she bought 4 bags of rolls. Each bag contained 5 rolls. How many rolls did Farha buy?

Work Space:

Multiplication equation: ____________________________________

1. On Samira's walk home she saw 6 cars. If each car has 4 wheels, how many wheels did she see in all?

Work Space:

Multiplication equation: ____________________________________

2. Manal brought 6 bags of cookies to school. Each bag had 3 cookies in it. How many cookies were there all together?

Work Space:

Multiplication equation: ____________________________________

3. Malek runs 3 miles each day. How many miles does he run in 7 days?

Work Space:

Multiplication equation: ____________________________________

4. A bag of oranges holds 4 oranges. How many oranges are in 8 bags?

Work Space:

Multiplication equation: ____________________________________

5. It takes a rocket 7 seconds to travel one kilometer. How many seconds will it take to travel 4 kilometers?

Work Space:

Multiplication equation: ____________________________________

6. Each pack of pencils contains 8 pencils. How many pencils are in 3 packs?

Work Space:

Multiplication equation: ____________________________________

Lesson 23

Use the 120 Chart below to complete the following:

- **Color the multiples of 2 ____________________ (color stated by teacher).**
- **Color the multiples of 3 ____________________ (color stated by teacher).**
- **Respond to the prompts at the bottom of the page.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

List the first 10 multiples of 2.

______ , ______ , ______ , ______ , ______ , ______ , ______ , ______ , ______ , ______

List the first 10 multiples of 3.

______ , ______ , ______ , ______ , ______ , ______ , ______ , ______ , ______ , ______

List all of the multiples you found that 2 and 3 share:

Table 2



Complete:

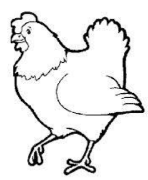
(a) The number of legs of 2 hens = ... × ... = ...

(b) The number of legs of 3 hens = ... × ... = ...

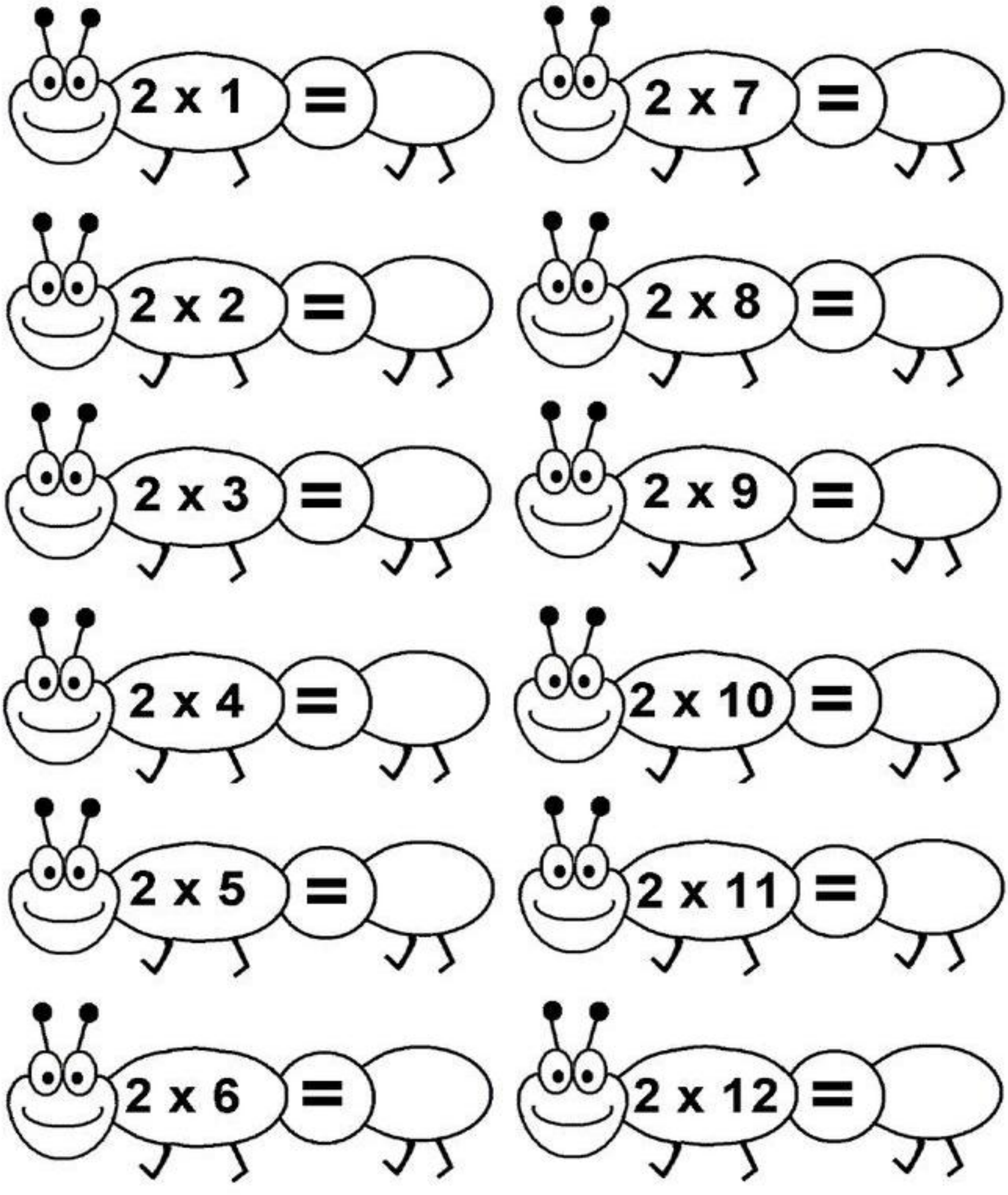
(c) The number of legs of 5 hens = ... × ... = ...

(d) The number of legs of 8 hens = ... × ... = ...

(e) The number of legs of 9 hens = ... × ... = ...



The two times table



The three times table

3x1=

3x7=

3x2=

3x8=

3x3=

3x9=

3x4=

3x10=

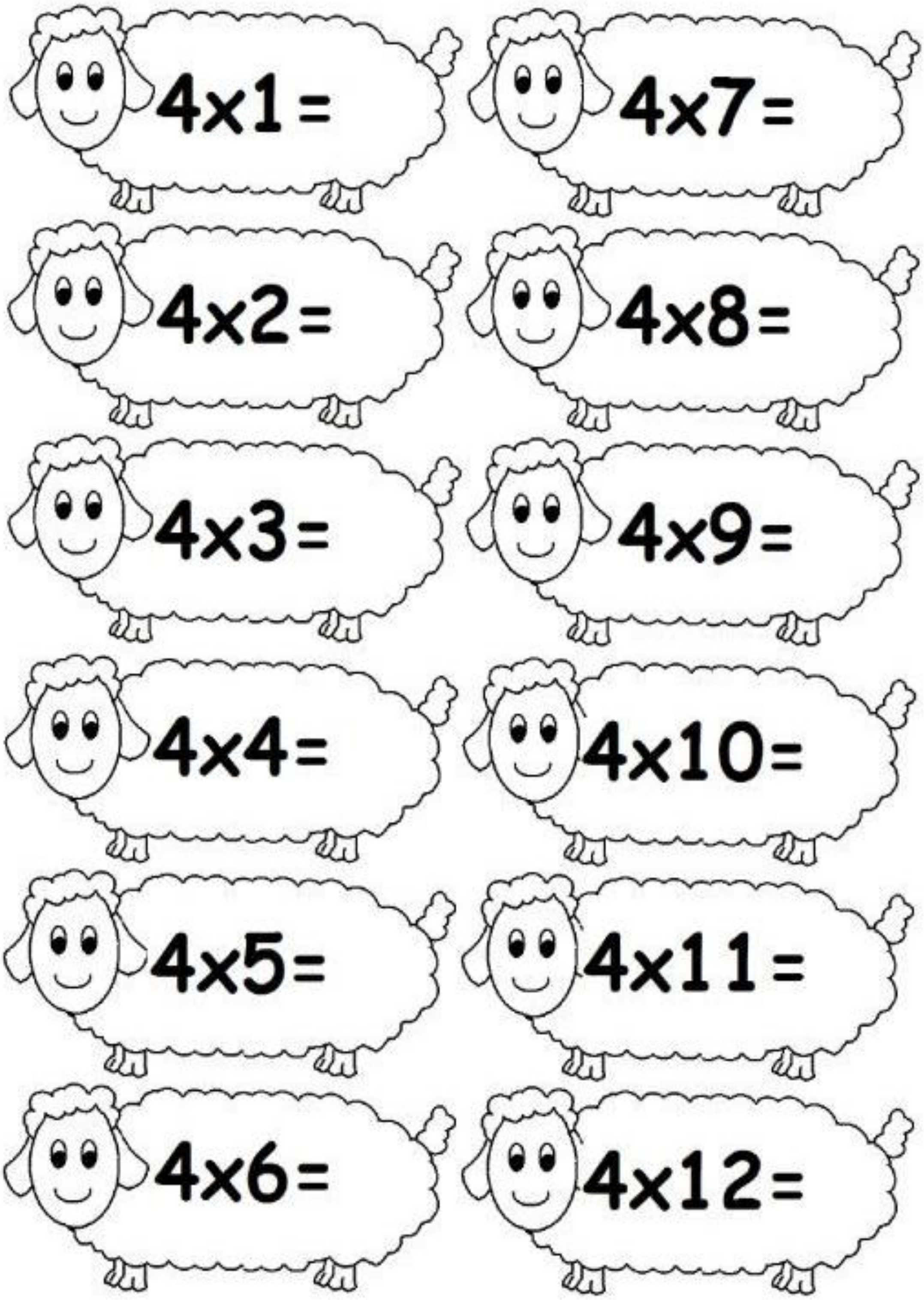
3x5=

3x11=

3x6=

3x12=

The four times table



Lesson 24 & 25

Table 5



Use the 120 Chart on the previous page to complete the following:

- **Color the multiples of 5 ________________ (color stated by teacher).**
- **Write the equations for the multiples of five. The first two have been done for you.**

5 × 1 = 5	5 × ____ = ____
5 × 2 = 10	5 × ____ = ____
5 × 3 = ____	5 × ____ = ____
5 × 4 = ____	5 × ____ = ____
5 × ____ = ____	5 × ____ = ____
5 × ____ = ____	5 × ____ = ____

6 TIMES TABLE

6 × 0 = ______

6 × 1 = ______

6 × 2 = ______

6 × 3 = ______

6 × 4 = ______

6 × 5 = ______

6 × 6 = ______

6 × 7 = ______

6 × 8 = ______

6 × 9 = ______

6 × 10 = ______

Table 7

7	×	0	=	________
7	×	1	=	________
7	×	2	=	________
7	×	3	=	________
7	×	4	=	________
7	×	5	=	________
7	×	6	=	________
7	×	7	=	________
7	×	8	=	________
7	×	9	=	________
7	×	10	=	________
7	×	11	=	________
7	×	12	=	________

Table 8

8	×	0	=	______
8	×	1	=	______
8	×	2	=	______
8	×	3	=	______
8	×	4	=	______
8	×	5	=	______
8	×	6	=	______
8	×	7	=	______
8	×	8	=	______
8	×	9	=	______
8	×	10	=	______
8	×	11	=	______
8	×	12	=	______

Table 9

9 x 0 = ______

9 x 1 = ______

9 x 2 = ______

9 x 3 = ______

9 x 4 = ______

9 x 5 = ______

9 x 6 = ______

9 x 7 = ______

9 x 8 = ______

9 x 9 = ______

9 x 10 = ______

• **Color the multiples of 10 ______________ (color stated by teacher).**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Write the equations for the multiples of ten. The first two have been done for you.

10 × 1 = 10

10 × 2 = 20

10 × 3 = ______

10 × 4 = ______

10 × ______ = ______

10 × ______ = ______

10 × ______ = ______

10 × ______ = ______

10 × ______ = ______

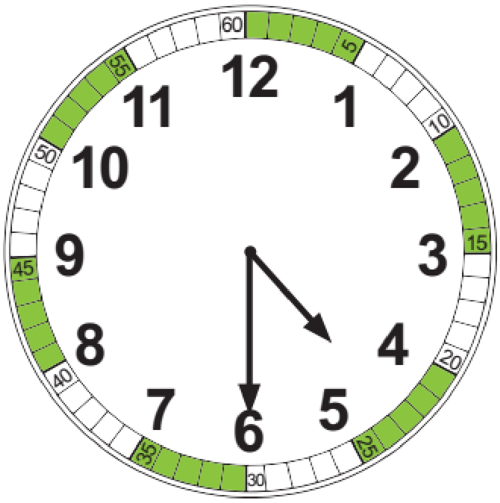
10 × ______ = ______

10 × ______ = ______

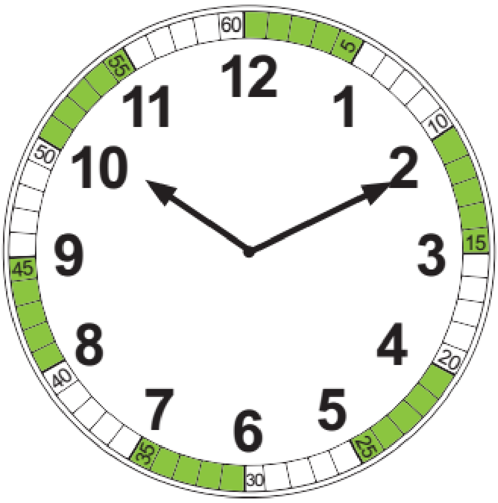
10 × ______ = ______

Lesson 26 & 27

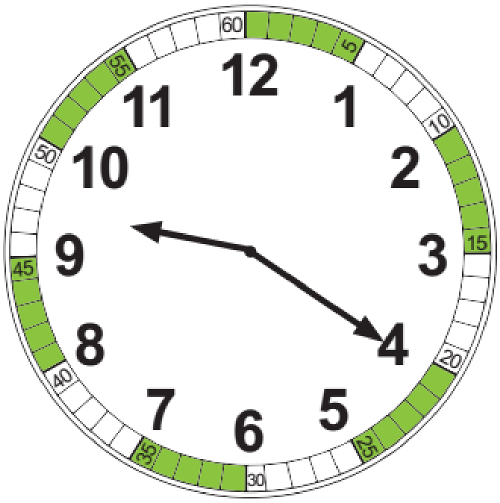
Directions: Look at each of the clocks below. Determine the time on the analog clock and write the digital time below. Remember that each hour number represents a group of 5 minutes.



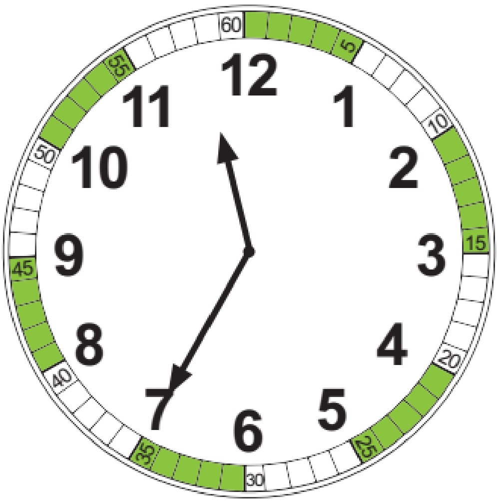
_______ : _______



_______ : _______



_______ : _______



_______ : _______

Draw the minute hand on the analog clock.

Round One:



1 : 30

Round Two:



2 : 30

Round Three:



7 : 15

Round Four:



4 : 35

Round Five:



10 : 45

Draw the minute hand to show the time.

1.


2.


3.


4.


5.


6.


8.


9.


10.


11.


12.


13.


Look at the clock hands. Write the time.

1.



2.



3.



4.



5.



6.



Look at the clock hands. Write the time.

7.



8.



9.



10.



11.

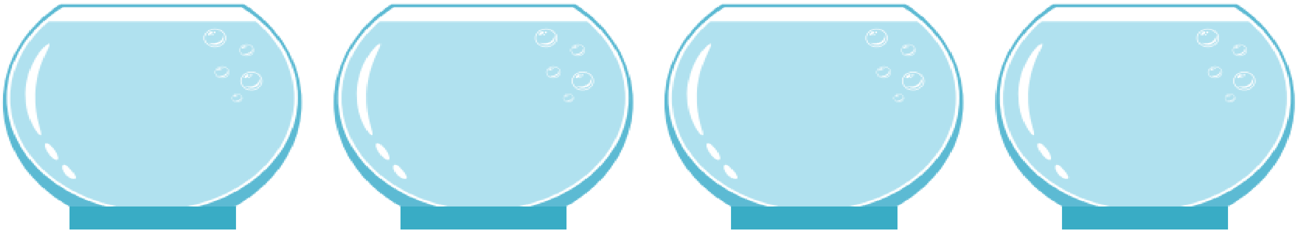


12.



Lesson 28 &29

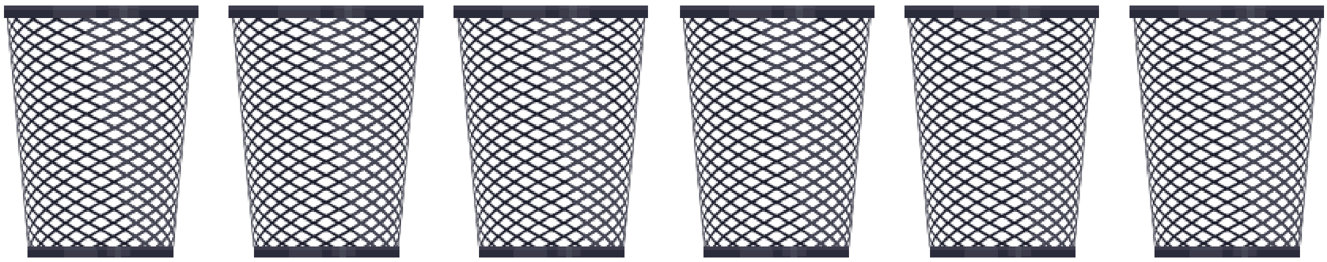
1. There are 16 fish that need to be placed in 4 bowls. Each bowl must hold the same number of fish. How many fish should be put into each bowl? Draw a picture in the bowls below to solve the problem.



2. Sameh is preparing gift baskets. He has 20 oranges that need to be divided equally between 5 baskets. Draw a picture in the baskets below to solve the problem.

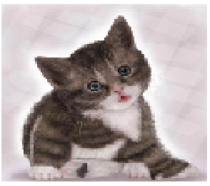


3. The teacher has 36 crayons to share equally between 6 students. She must place the crayons in the cups below. Draw a picture in the cups below to solve the problem.



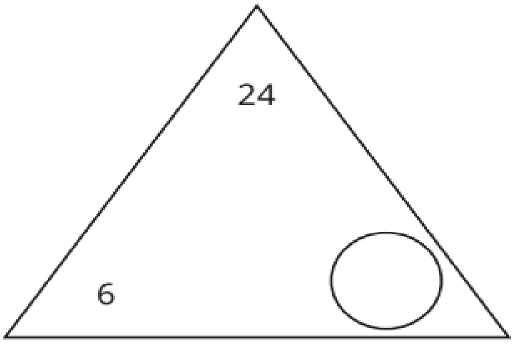
Directions: Draw a mathematical picture to solve.

Each cat needs 2 fish for lunch. How many cats can we feed with 12 fish?



Lesson 30

Directions: Find the missing factor in the triangles below. Then write the four equations that go with the fact family. Use the counters to help you.

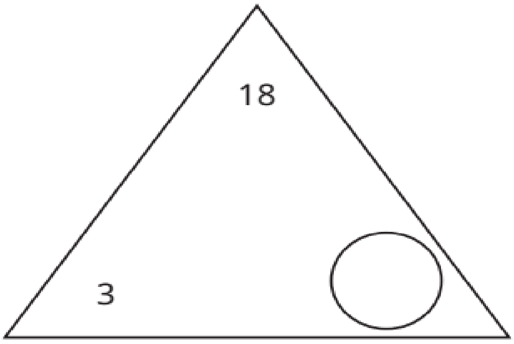


____ × ____ = ____

____ × ____ = ____

____ ÷ ____ = ____

____ ÷ ____ = ____

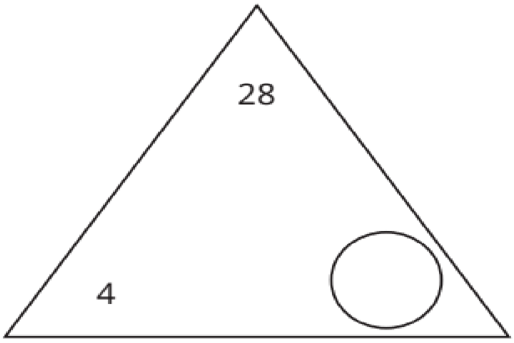


____ × ____ = ____

____ × ____ = ____

____ ÷ ____ = ____

____ ÷ ____ = ____

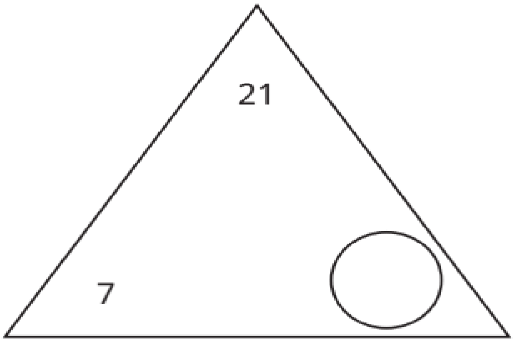


____ × ____ = ____

____ × ____ = ____

____ ÷ ____ = ____

____ ÷ ____ = ____



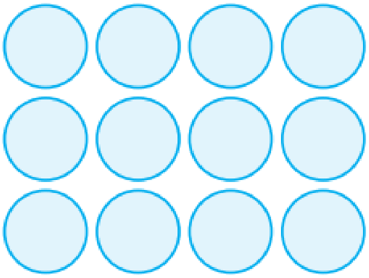
____ × ____ = ____

____ × ____ = ____

____ ÷ ____ = ____

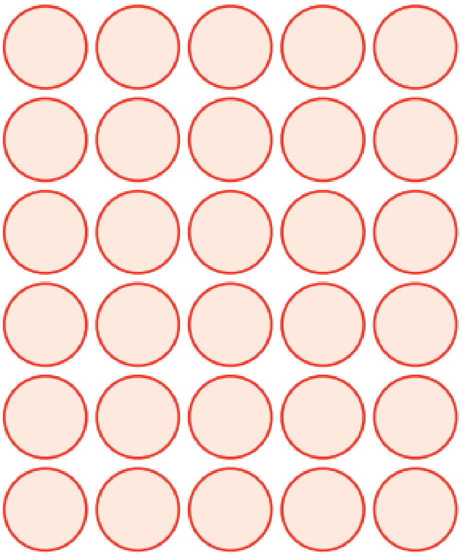
____ ÷ ____ = ____

CHALLENGE: Describe each of these arrays using one multiplication equation and one division equation.



_____ × _____ = _____

_____ ÷ _____ = _____



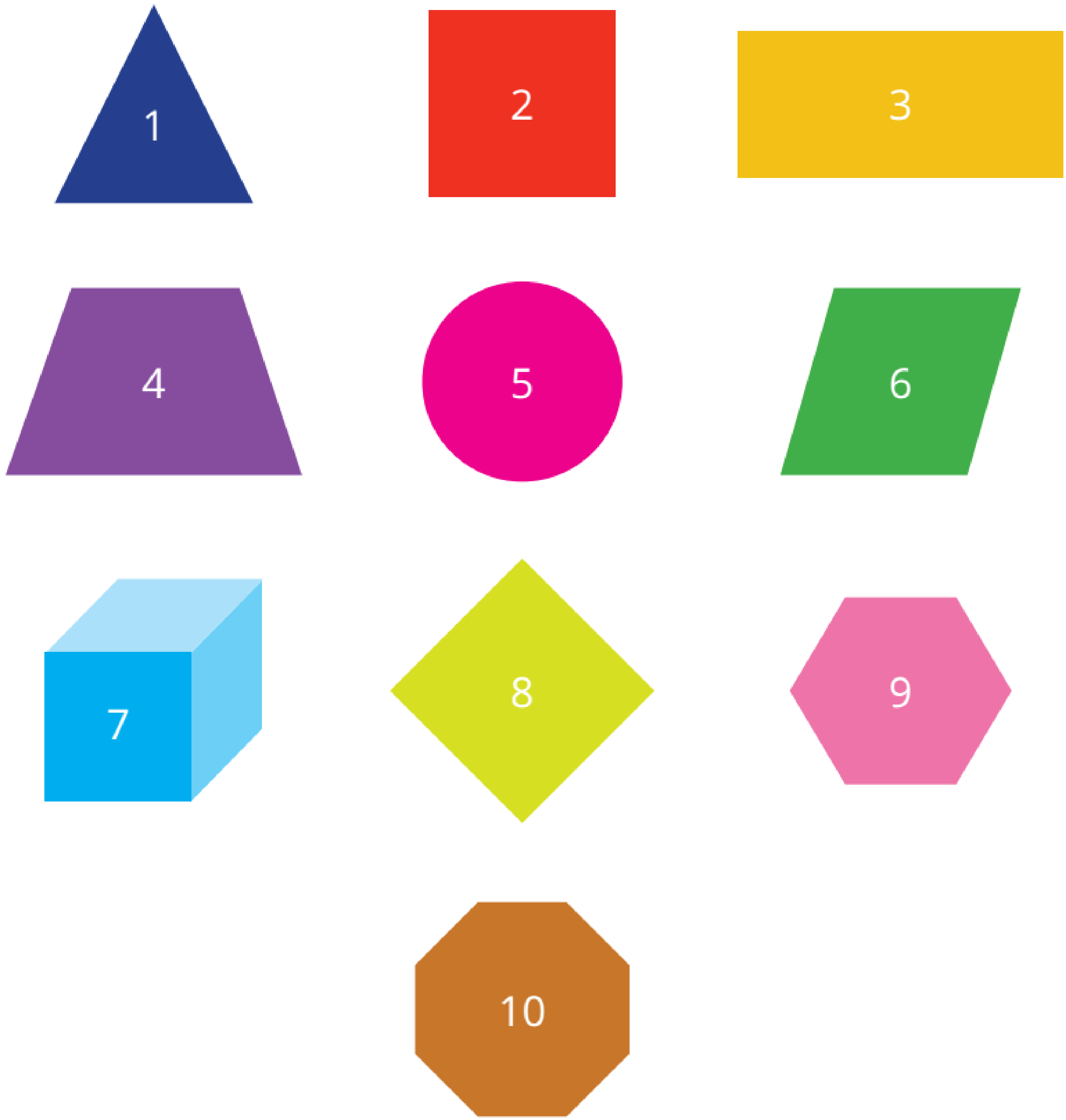
_____ × _____ = _____

_____ ÷ _____ = _____

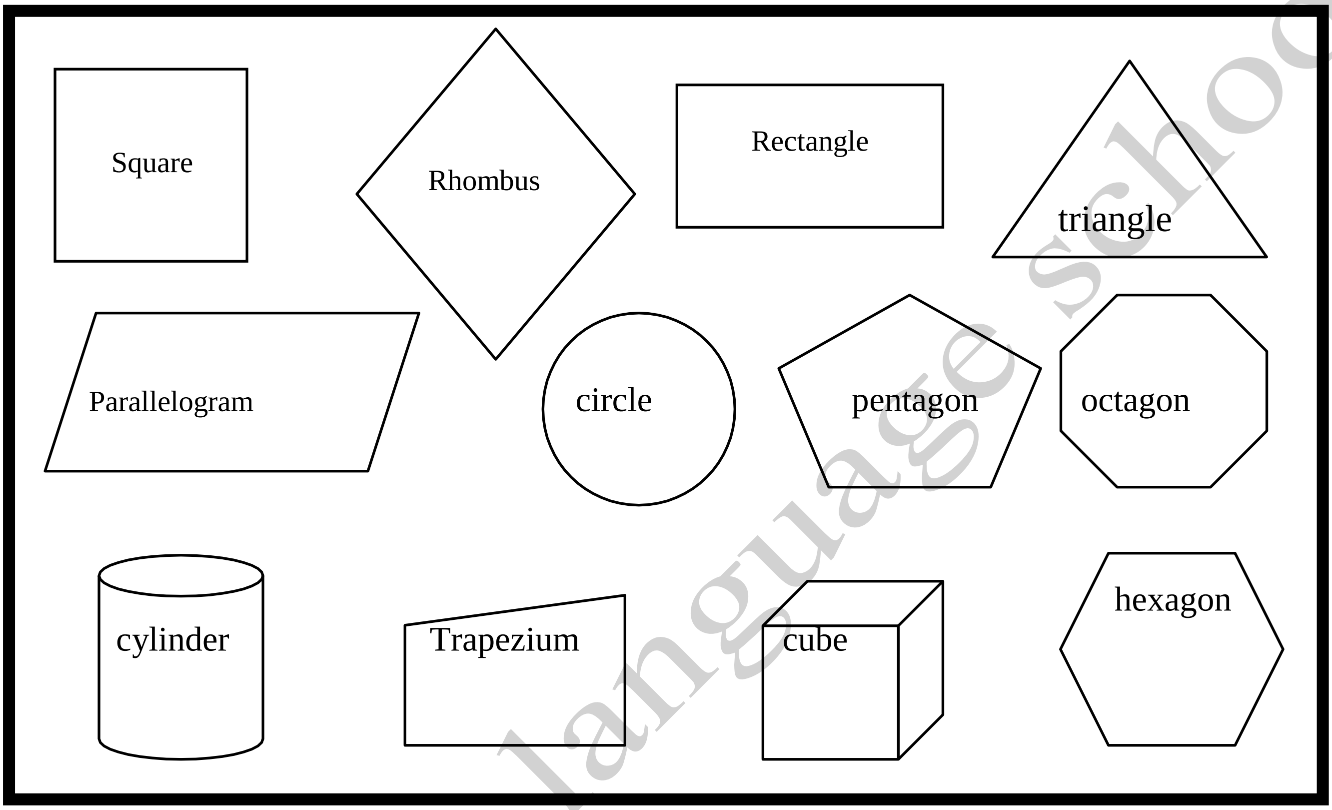
Lesson 31

polygons

Classify According to the number of vertices:



Classify the following shapes as required:



Polygon with 3 sides:	Quadrilateral:
Not polygons:	Polygons have more than 4 sides:

Complete the following:

a) Quadrilaterals have parallel sides are ……………………………………………………..

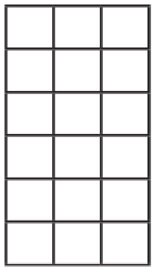
b) Quadrilaterals have 4 equal sides are ……………………………………………………..

c) Quadrilaterals have the same vertices are ………………………………………………

Lesson34&35

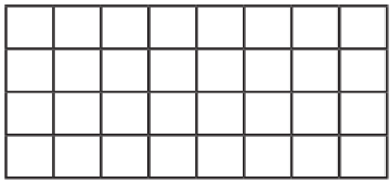
Directions: Determine the area of each rectangle.

Rectangle #1:



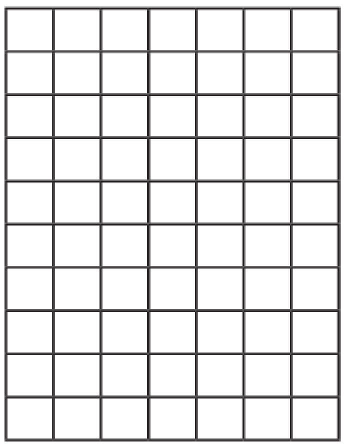
Total area = ____________ square units

Rectangle #2:



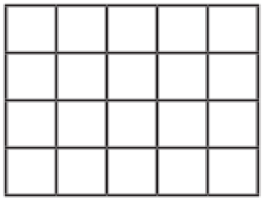
Total area = ____________ square units

Rectangle #3:



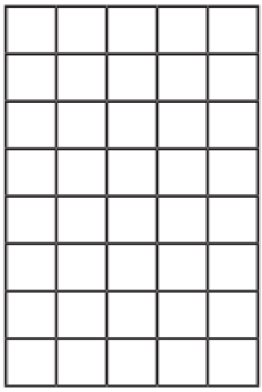
Total area = ____________ square units

Rectangle #4:



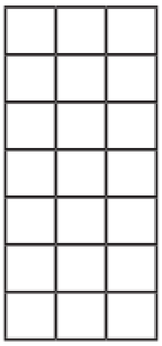
Total area = ____________ square units

Rectangle #5:



Total area = ____________ square units

Rectangle #6:



Total area = ____________ square units

Lesson 36

1. Look at the figure.



_____ rows of _____ = ▒

Add. _____ + _____ + _____ = _____

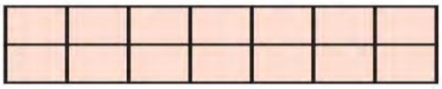
Multiply. _____ × _____ = _____

What is the area of the figure?

_____ square units

Find the area of the figure.
Each unit square is 1 square foot.

2.



____

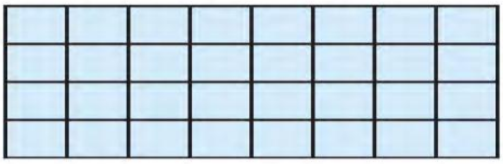
3.



____

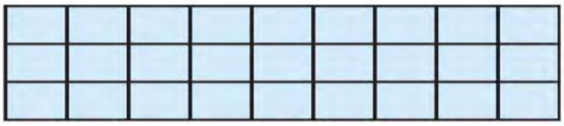
Find the area of the figure.
Each unit square is 1 square meter.

4.



____

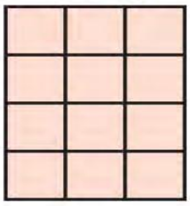
5.



____

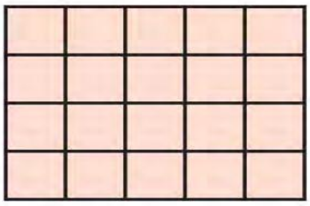
Find the area of the figure.
Each unit square is 1 square foot.

6.



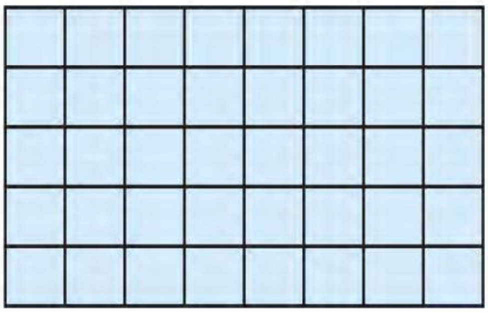
____

7.



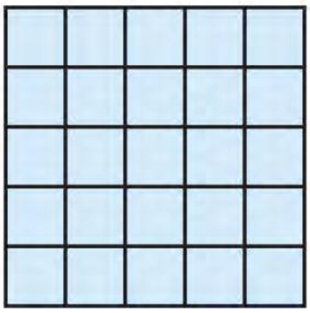
____

8.



____

9.

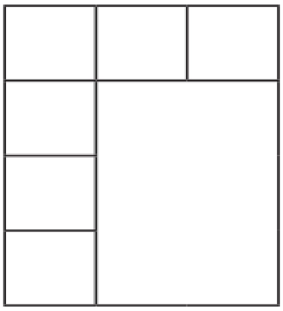


____

Lesson 37

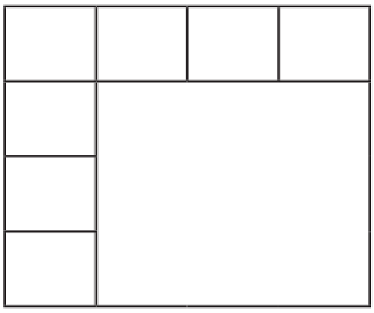
Directions: Determine the total area of each shape.

Rectangle #1:



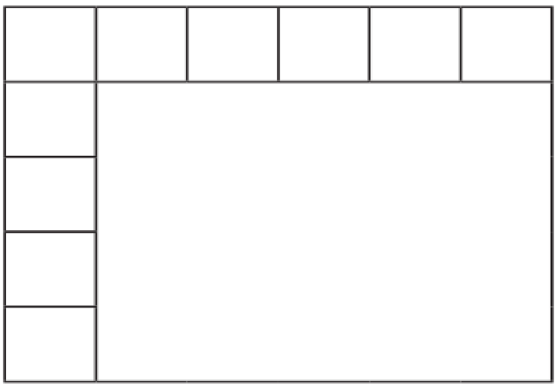
Total area = ____________ square units

Rectangle #2:



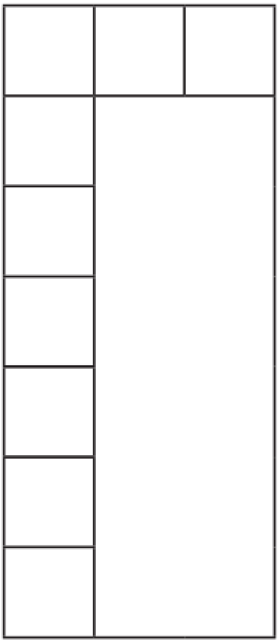
Total area = ____________ square units

Rectangle #3:



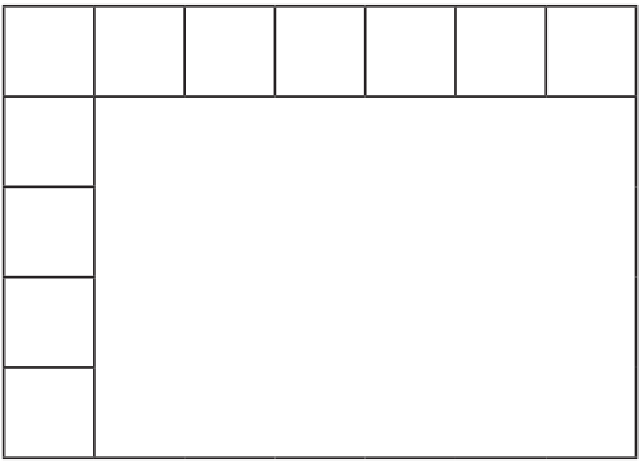
Total area = ____________ square units

Rectangle #4:



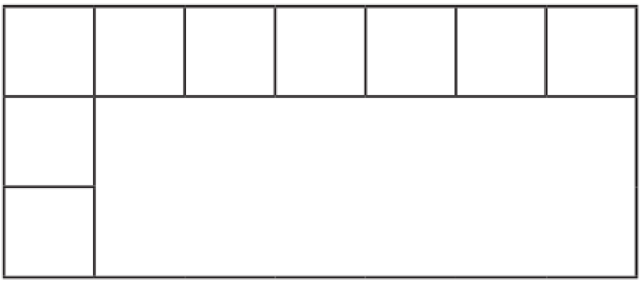
Total area = ____________ square units

Rectangle #5:



Total area = ____________ square units

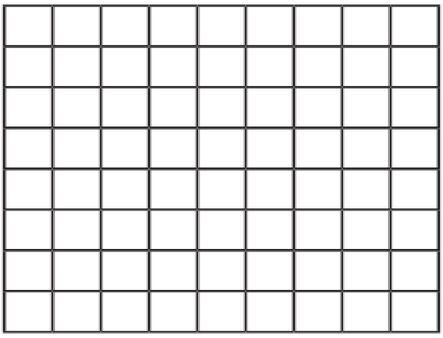
Rectangle #6:



Total area = ____________ square units

Lesson 38&39

Directions: Break apart the arrays and, using the distributive property, write an equation to show your work.

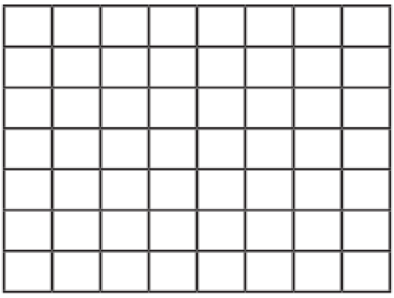
1. 

$___ \times ___ = \square$

$___ \times ___ = \square$

$\square + \square = \bigcirc$

$8 \times 9 = ____$

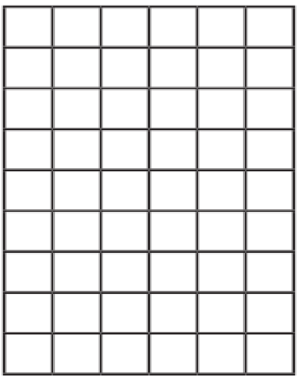
2. 

$___ \times ___ = \square$

$___ \times ___ = \square$

$\square + \square = \bigcirc$

$7 \times 8 = ____$

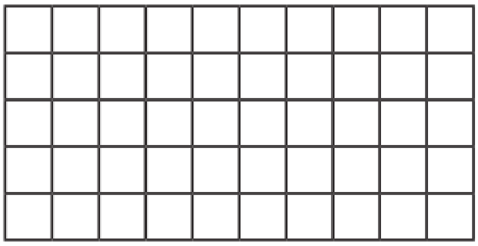
3. 

$___ \times ___ = \square$

$___ \times ___ = \square$

$\square + \square = \bigcirc$

$9 \times 6 = ____$

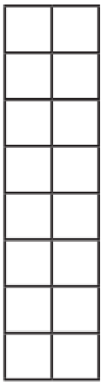
4. 

___ × ___ = ☐

___ × ___ = ☐

☐ + ☐ = ◯

5 × 10 = ______

5. 

___ × ___ = ☐

___ × ___ = ☐

☐ + ☐ = ◯

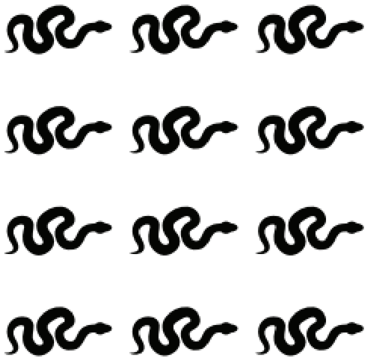
8 × 2 = ______

Lesson 40

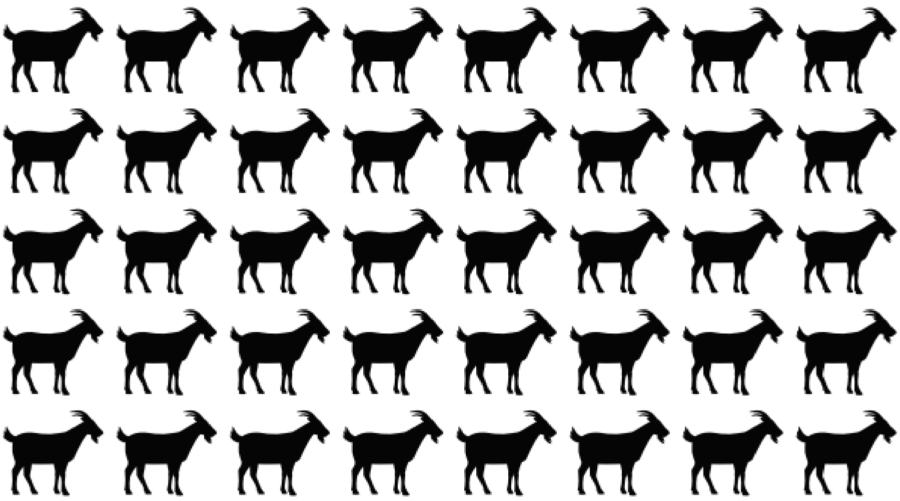
Directions: Break up the following arrays in as many different ways as possible. Use different colors to keep track of your different arrays. Then select the one that is most helpful to you as a mathematician and write the equations that match it in the box.



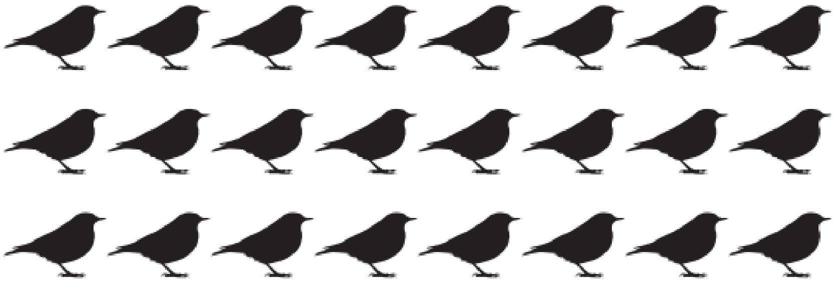
Equations:



Equations:



Equations:



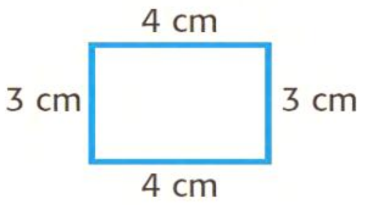
Equations:



Equations:

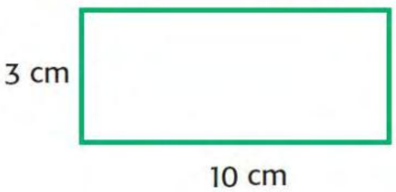
Lesson 41 to 43

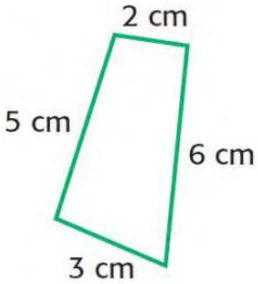
The perimeter of a polygon is the sum of the side lengths.

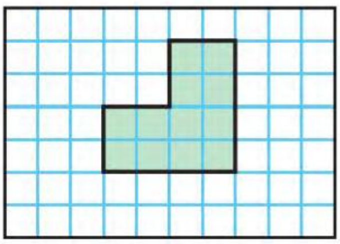


Perimeter = 3 cm + 4 cm + 3 cm + 4 cm
= 14 cm

Find the perimeter of each figure:

1.


2.


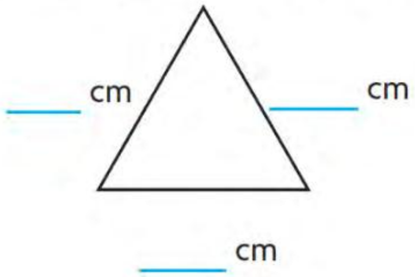
3.


(1) ....

(2) ....

(3) ....

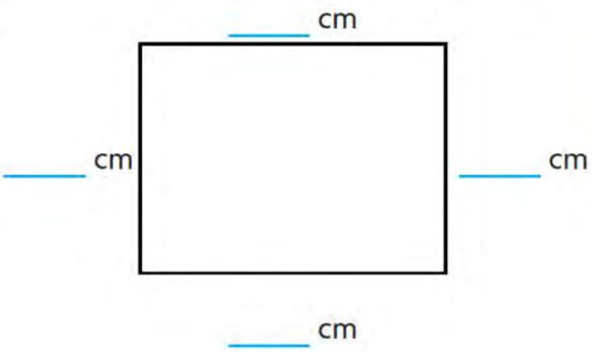
Using your ruler, find the perimeter of each figure:



Think: How long is each side?

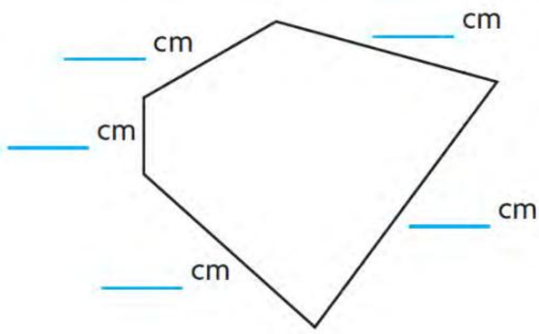
____ centimeters

2.



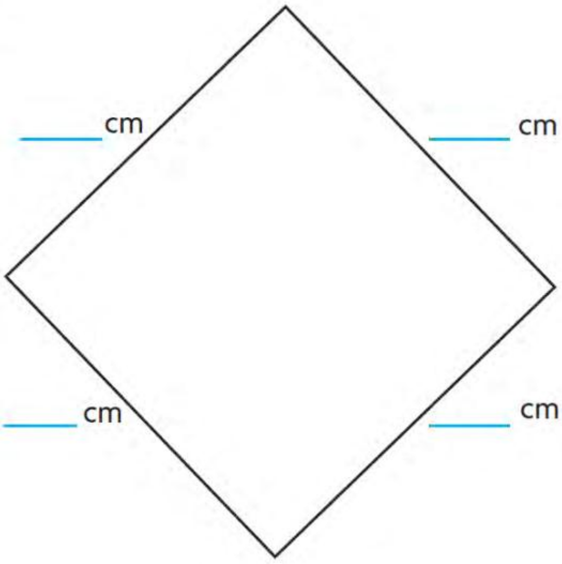
____ centimeters

3.



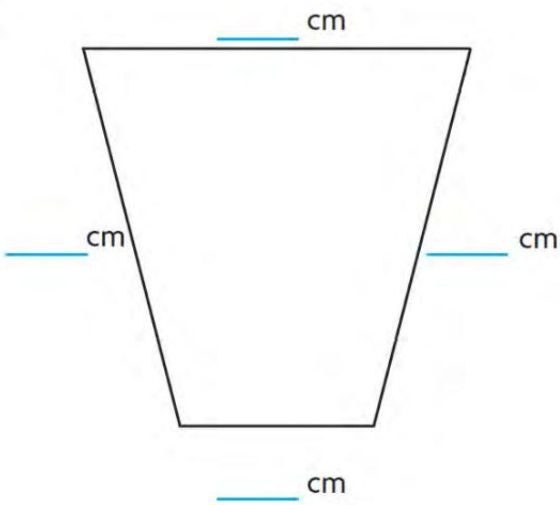
____ centimeters

4.



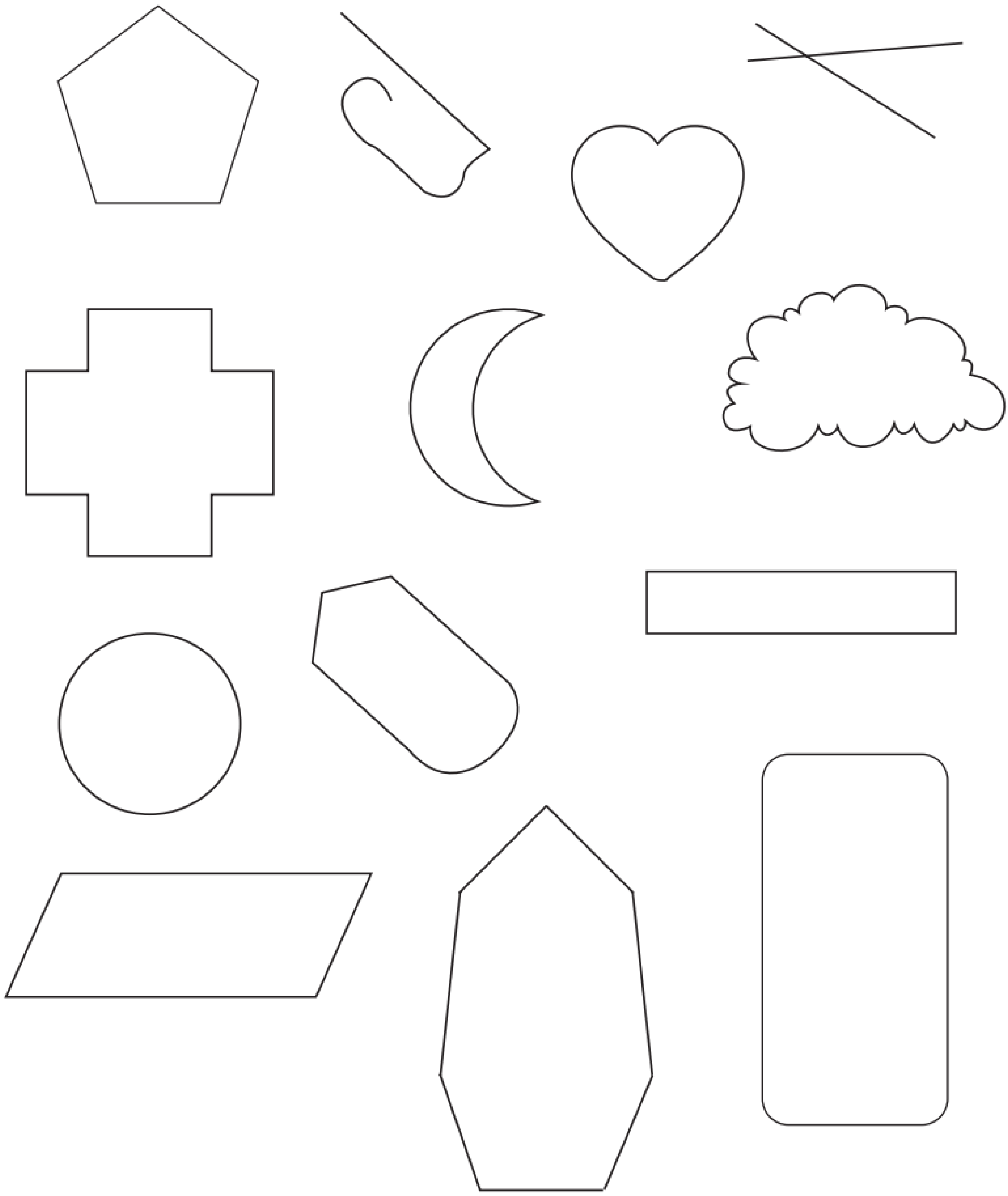
____ centimeters

5.



____ centimeters

Directions: Look at the shapes below. Circle the shapes that are polygons and cross out the shapes that are NOT polygons.



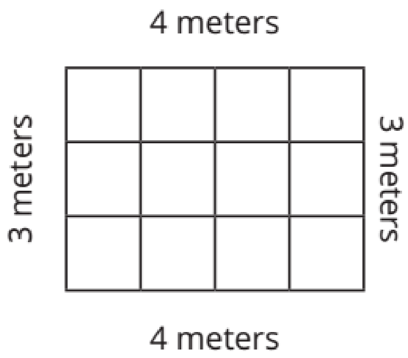
Directions: **Work with your Shoulder Partner to solve the perimeter and area problems below. Your teacher will give you additional directions.**

Goat Pen

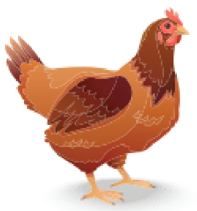


Perimeter = __________ meters Area = __________ square meters

Work Space

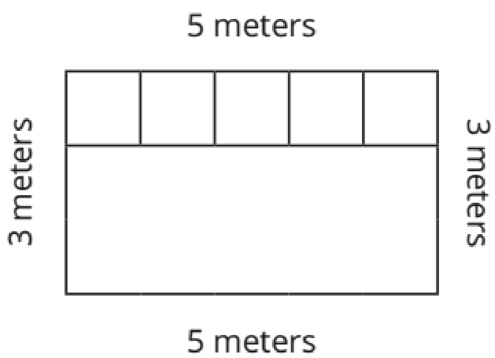


Chicken Pen



Perimeter = __________ meters Area = __________ square meters

Work Space

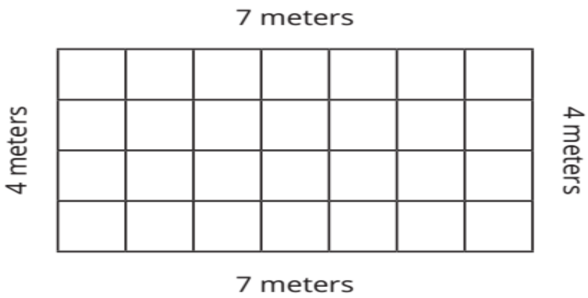


Lesson 44

A New Goat Pen



Work Space

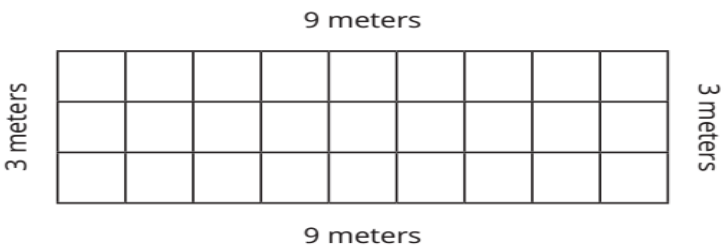


Perimeter = ____________ meters   Area = ____________ square meters

Cattle Pen

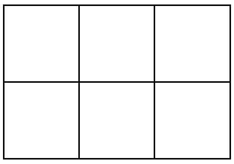


Work Space



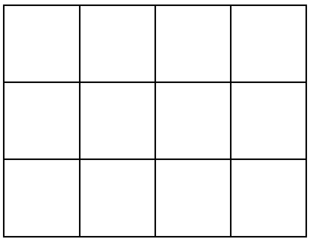
Perimeter = ____________ meters   Area = ____________ square meters

Find the area and the perimeter of following shapes :



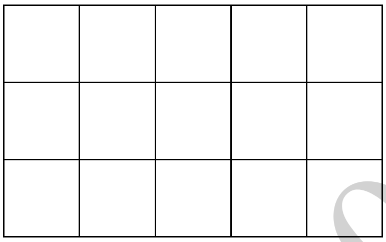
Perimeter=………………….

Area=………………………



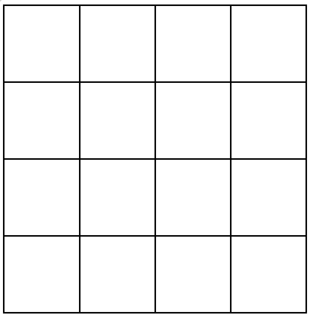
Perimeter =……………………

Area =……………………



Perimeter= …………………..

Area=………………………..



Perimeter= …………………..

Area=………………………..

Lesson 45

1) Choose:

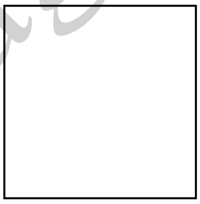
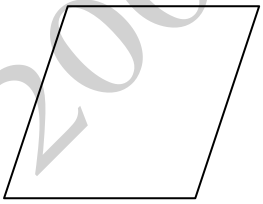
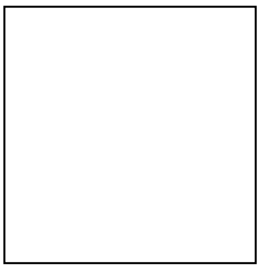
a) ………….. Is a polygon in which 2 opposite sides are equal

(Square – parallelogram – trapezium)

b) We can measure the length of book by …………

(meter – centimeter – millimeter)

2) Measure the length of each sides then find the perimeter:-

 The perimeter=……… cm	 The perimeter= ……..cm
 The perimeter =……….. cm	 The perimeter =……..cm

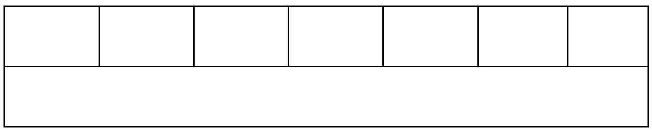
Lesson 46

1) Find the area and perimeter of the following:



The perimeter=…….

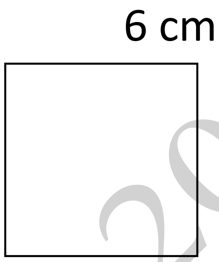
The area=………….

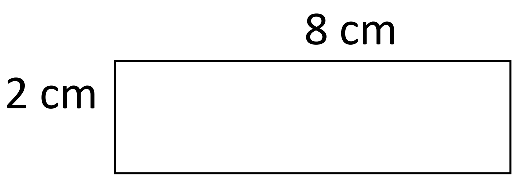


The perimeter=…………….

The area=…………..

2) Calculate the area then find the area of each animal:





Area=…………….

Area=………

Lesson 47 & 48

Yassin wants new carpeting for his bed room .his room is 9 meters by 7 meters rectangle ,how much carpeting he need to buy to cover hisentire bed room floor?

Area=……………………………………………………………………………

……………………………………………………………………………………

2-Marwan wanted to make a fence around his dog pen.

If the dimensions of the fence are 4 meters and 6

meters.How long is the fence?

Perimeter=..

3-Nouh is painting a mural of a side of a building that is 12 meters longand 10 meters wide. How many square meters will be applied to the entire wall?

Area=…………………………………………………………………………….

....

Lesson 49

Part 1 Directions: **Solve the story problems below. Include a drawing and an equation for each problem. Be sure to label your answers.**

1. Shaimaa is sewing a border on a square baby blanket. The length of the blanket is 45 centimeters and the width is 45 centimeters. How long will the border be?

2. Farouk is building a patio out of tiles. He wants the length of the patio to be 7 tiles across and its width to be 6 tiles. How many tiles will he use in all to build the patio?

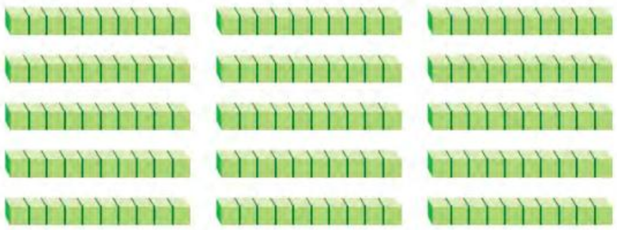
3. Omnia wants to put a wooden trim around her window. The window is 4 meters tall and 1 meter wide. How much wood does she need for the trim?

4. A farmer is building a fence around his garden. If the garden is 8 meters long and 3 meters wide, how much fencing does he need to buy?

5. A rug is 3 meters long and 2 meters wide. What is the area of the rug?

Lesson 50

MODEL



THINK

5 × 30 = 5 × _____ tens

= _____ tens = _____

So, 5 × 30 = _____.

Use the place value to find the product:

(1) 5 × 70 = 5 × ...... tens = ... tens = ...

(2) 4 × 60 = 4 × ...... tens = ... tens = ...

(3) 2 × 80 = 2 × ...... tens = ... tens = ...

(4) 5 × 60 = 5 × ...... tens = ... tens = ...

(5) 3 × 40 = 3 × ...... tens = ... tens = ...

(6) 3 × 70 = 3 × ...... tens = ... tens = ...

(7) 8 × 40 = 8 × ...... tens = ... tens = ...

(8) 6 × 90 = 6 × ...... tens = ... tens = ...

(9) 9 × 10 = 9 × ...... tens = ... tens = ...

(10) 8 × 20 = 8 × ...... tens = ... tens = ...

Lesson 51

Directions: Solve the problems below. Split the multiples of 10 into 10 and the other factor. For example, 40 has the factors 10 and 4.

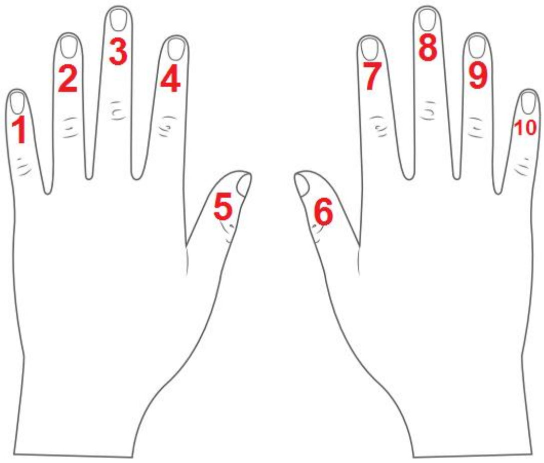
Example:

8 × 40

(8 × 4) × 10 = 320

3 × 90 (____ × ____) × 10 =	**4 × 80** (____ × ____) × 10 =
9 × 20 (____ × ____) × 10 =	**6 × 30** (____ × ____) × 10 =
8 × 50 (____ × ____) × 10 =	**7 × 30** (____ × ____) × 10 =
6 × 70 (____ × ____) × 10 =	**5 × 40** (____ × ____) × 10 =

Lesson 52



Directions: When your teacher gives the signal, solve as many problems as you can in 2 minutes. Use any strategy you learned in Lesson 52.

9 × 2 = ______	4 × 9 = ______	9 × 1 = ______
9 × 0 = ______	9 × 10 = ______	9 × 2 = ______
3 × 9 = ______	9 × 5 = ______	9 × 0 = ______
9 × 7 = ______	9 × 9 = ______	8 × 9 = ______
1 × 9 = ______	9 × 0 = ______	6 × 9 = ______
9 × 4 = ______	9 × 2 = ______	9 × 10 = ______
9 × 5 = ______	9 × 8 = ______	2 × 9 = ______
9 × 6 = ______	1 × 9 = ______	9 × 3 = ______
9 × 8 = ______	9 × 6 = ______	4 × 9 = ______
10 × 9 = ______	9 × 7 = ______	9 × 0 = ______

Lesson 53

Double in addition

8 + 9

(8 + 8) + 1

+0

Any number
Added to 0 the sum gives the same number.

6 + 0 = 6

18 + 0 = 18

317 + 0 = 317

We can use different strategies that will help us to solve more complicated problems in addition

+10

Any number added to 10 gives add 1 at the ten spleen

10 + 8 = 18

10 + 3 = 13

10 + 0 = 10

Making ten

9 + 3

(9 + 1) + 2

10 + 2 = 12

Commutative property addition and multiplication

Commutative in addition	Commutative in multiplication
3 + 2 = 2 + 3	5 × 8 = 8 × 5
18 + 9 = 9 + 18	17 × 2 = 2 × 17

Lesson 54

Thousands family						
Hundred Thousands	Ten Thousands	Thousands		Hundreds	Tens	Ones
4	8	3	,	2	1	9

First Standard form

483 , 219

Read the numbers in digits

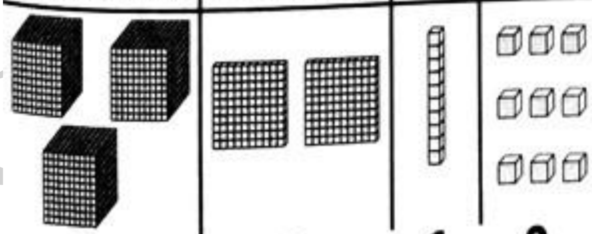
Second Word form

Four hundred eighty three thousand, two hundred and nineteen.

Write the number in letters.

Third Base ten form

Thousands	Hundreds	Tens	Ones



3 ,	2	1	9

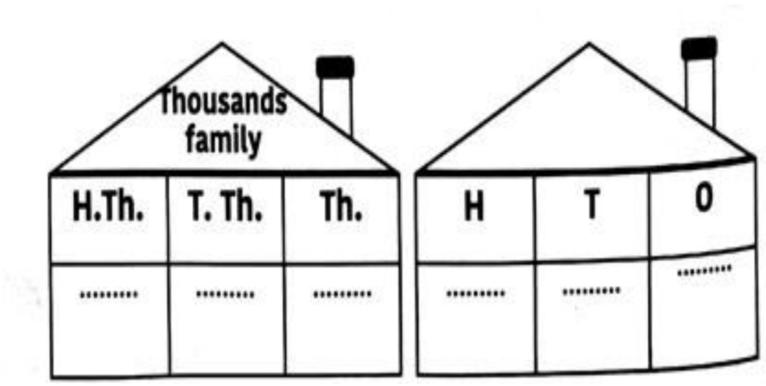
Fourth Expanded form

400,000 + 80,000 + 3000 + 200 +10 + 9

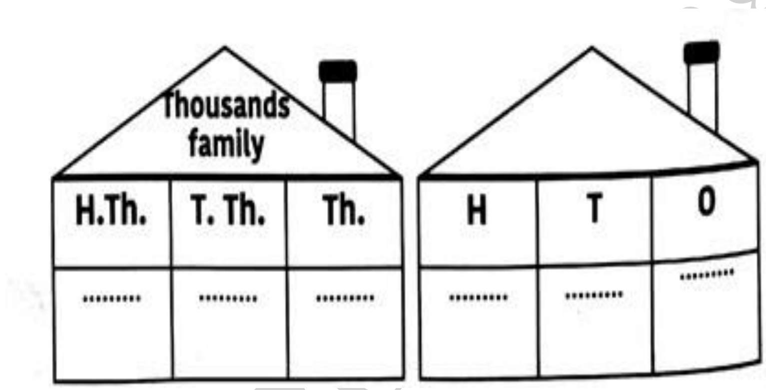
Write each digit with its value.

Read then complete:

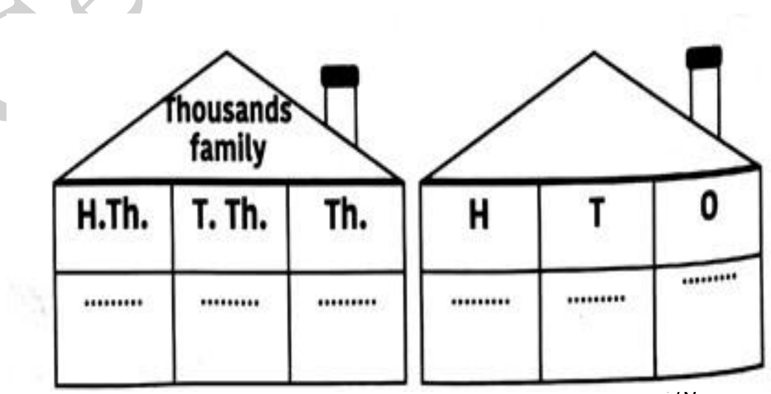
a) **450329**



b) **143256**



c) **78321**



Lesson 55 &56

1) Solve by using different strategies

a) 318 + 254 = (number line strategy)

b) 153 + 65 = (place value strategy)

a) 630 + 168

Place value drawing

Number line

b) 218 + 91

Place value drawing

Number line

Lesson 58

Subtraction problem	Addition problem to check
a) 840 - 310	
b) 500 - 270	
c) 7660 - 1305	

Lesson 59& 60

We use the graduated cylinder to measure the liquids

Choose the better estimate for the capacity of each.

1. 

3 L or 30 mL

2. 

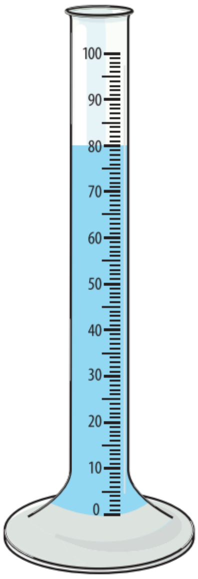
1 L or 5 L

3. 

14 L or 14 mL

Choose the unit you would use to measure the capacity of each. Write *mL* or *L*.

4. bathtub **5.** a spoon **6.** a container of milk



Choose the better estimate for the capacity of each.

7. 

100 L or 100 mL

8. 

20 L or 2 L

9. 

200 mL or 200 L

Choose the unit you would use to measure the capacity of each. Write *mL* or *L*.

10. a pail **11.** a soup can **12.** a drinking glass

13. a pond **14.** a small vase **15.** a watering can

Choose the suitable measuring unit:

Petrol in a car  L ML	Soda in a can  L ML	Spoonful of medicine  L ML
Dishwashing soap  L ML	Water in a bottle  L ML	Shampoo in a bottle  L ML
Juice in a juice box  L ML	Water in the bathtub  L ML	Medicine in a syringe  L ML